EDCN861

Learning Technologies: Contexts and Future

S2 External 2014

Education

Contents

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General Information

Unit convenor and teaching staff
John Hedberg
john.hedberg@mq.edu.au

Ming Ming Diao
mingming.diao@mq.edu.au

Credit points
4

Prerequisites
Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpecEd or MTeach(Birth to Five Years)

Corequisites

Co-badged status
EDUC 706

Unit description
This unit aims to develop and extend students' understanding of historical and current issues in the areas of information and communications technology and educational programs. It is a survey unit that explores the history of teaching with ICTs , and current and future possibilities.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts

locate relevant text based and electronically transmitted resources and use them in an argued position

identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts

develop and present an individual perspective on historical and current issues

present a critical analysis of the views of others about how technologies have impacted the learning context

apply theory and practice to solve problems related to a variety of educational settings

develop skills of working online with others on a group task

develop skills in using effective strategies to present your ideas to others online

develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

Assessment Tasks

Name	Weighting	Due
Using digital learning tools	5%	Week 2
History of technologies	15%	Week 7
Online Discussion contribution	30%	Week 7 and Week 13
Current Issues in TBL	50%	Week 13

Using digital learning tools

Due: **Week 2**
Weighting: **5%**

You will be not be graded on blog entries only 5% will be given on a contributed/non-contributed basis over the first two weeks of the unit. While ongoing use is not assessable, It is anticipated that participants will continue to use the class blog to share novel ideas, reflect on reading and to share their developing understanding of project-specific topics. Adding your image so that others might have some idea about you is part of this task.

On successful completion you will be able to:

- develop skills in using effective strategies to present your ideas to others online

History of technologies

Due: **Week 7**
Weighting: **15%**

This is a series of learning assignments. Each participant is required to contribute to the course WIKI about the history of the field and also individual writers within it. These contributions sit along side the discussion topics. They include individual interpretation of the matrix of learning technologies history, presentation of ideas in different ways such as a concept map of the

relationship between technologies and their effective educational use, and represented in a the WIKI, discussion forums and individual contributions to the Blog.

On successful completion you will be able to:
- understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts
- locate relevant text based and electronically transmitted resources and use them in an argued position
- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts

Online Discussion contribution

Due: **Week 7 and Week 13**
Weighting: **30%**

You will be assessed on the quality and appropriateness of the majority of your responses online to set tasks. Your grade will be made up of 2 parts - the first for weeks 1-7; the second for weeks 8-13. Please make your contributions within the time allotted. If there are reasons for you to be late with your contributions as occasionally and inevitably happens, it is helpful if you would inform the class to expect a late posting. The weighting is 30% (15% for each half).

On successful completion you will be able to:
- understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts
- locate relevant text based and electronically transmitted resources and use them in an argued position
- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues
- apply theory and practice to solve problems related to a variety of educational settings
- develop skills in using effective strategies to present your ideas to others online
- develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

Current Issues in TBL

Due: **Week 13**
Weighting: **50%**

a learning experience on a topic to be agreed but one that leads others into an understanding of the issues surrounding the use of information and communication technologies in learning. Part of the exercise will be, in small groups, to create some learning resources and to organise online experiences so that other members can learn about the important issues in your chosen topic. You might as a group, moderate a discussion or some other interaction appropriate to your topic and encourage participation of the whole class.

Students will need to select and propose topics and also locate group members during discussions in the first two to three weeks. Please see broad topic areas for projects that are listed as 'Current Issues' in the weekly topics for Weeks 8-12. The experiential task will be presented to the class for completion during the second half of the semester using an allocated space in Moodle. The small group tasks provide the weekly activities for the unit during Weeks 8 to 12. It is expected that participants will allocate time to completing each activity.

While the online component is a shared group activity you should write up an analysis of the topic as it impacts on *your own* personal work context. The form of the write up will be a report or review that might be shared with your colleagues.

On successful completion you will be able to:
- locate relevant text based and electronically transmitted resources and use them in an argued position
- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues
- present a critical analysis of the views of others about how technologies have impacted the learning context
- apply theory and practice to solve problems related to a variety of educational settings
- develop skills of working online with others on a group task

Delivery and Resources

The unit is effectively in two sections, each is taught with readings, synchronous online sessions, asynchronous online activities and small group tasks. The first 6-7 weeks are the first section and deal with the historical impact (or lack of) technologies in a variety of learning and teaching contexts. The second section is focussed on you individually or in a small group exploring current issues and the associated research.

You are expected to participate in all activities and present a joint exploration in the second half of the unit. To complete these activities in the second half of the semester you will be given access to your own group project area.

Most resources are provided within the unit web site on iLearn, or can be found through web searches or the library's electronic journal collection.

Unit Schedule

Module	Week	Beginning	Activity	Topic (This is indicative but the listing on the Moodle site is what is going to happen
1 Intro	1	August 4	Read Cuban and contribute to the discussion forums in iLearn. (Aim to scan sections of the book to identify key points and perspectives)	Overview of the unit. Expectations about participation and assessment. This week is to explore participant's access to the technologies, introduce the web site and the course structure. Cuban suggests ICTs are "oversold and underused" are they?
	2	August 11	Discussion on Modalities and Multiliteracies	Contribute to Module 1 discussion forums. *Submission of the first Blog entries.*
2 Early history 1960s	3	August 18	Online discussion *Commitment for final projects and groups*	What ICTs were involved in education prior to the 60s? Mass education and the rise of television. Greater communications possibilities become available for individual classrooms. The changing paradigms in the 1960s. *Submission of proposed final session topics.* *Review of Blog entries (first assessment)*
1970s	4	August 25	Online discussion and WIKI	1970s and the rise of the machines. Technology options and the personal computer.
1980s Examples of good practice	5	September 1	Online discussion and WIKI	Technology-rich classrooms. What we learned about successful ICTs learning. ACOT and implementation studies. The debates about media and methods — Clark versus Kozma
3 1990s +	6	September 8	Online discussion and WIKI	1990s and disillusionment. Refer back to Cuban 1990s and rethinking personal use of ICTs and learning.
	7	September 15	Online discussion and WIKI	Disruptive pedagogies a way of making a difference.
		September 22	RECESS	Preparation of Group and individual assessment. No formal online activity
		September 29	RECESS	Preparation of Group and individual assessment. No formal online activity. **Groups will have all content and activities ready for use on October 6**

Module	Week	Beginning	Activity	Topic (This is indicative but the listing on the Moodle site is what is going to happen
4 Key issues	8	October 6	Online discussion (Note new location for W8- 12 discussion activities, as per Section 7 of Unit Outline)	Beginning of research discussions lead by groups based on the Major assignment (see below) Current Issues — Mobility and wireless?
Group discussions	9	October 13	Online discussion	Current Issues — LMS, Digital Libraries and Learning Objects?
	10	October 20	Online discussion	Current Issues — Games and other self-motivational strategies?
	11	October 27	Online discussion	Current Issues — Modalities and construction of artefacts?
	12	November 3	Online discussion.	Current Issues — Futures ? Final Presentation of individual assignments
	13	November 10	Online discussion (in iLearn)	Online discussion on remaining issues **Online submission of final assignment**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts

- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues

Assessment tasks

- Using digital learning tools
- History of technologies
- Current Issues in TBL

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- locate relevant text based and electronically transmitted resources and use them in an argued position
- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues
- present a critical analysis of the views of others about how technologies have impacted the learning context
- apply theory and practice to solve problems related to a variety of educational settings

Assessment tasks

- History of technologies
- Current Issues in TBL

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- locate relevant text based and electronically transmitted resources and use them in an argued position
- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- present a critical analysis of the views of others about how technologies have impacted the learning context
- apply theory and practice to solve problems related to a variety of educational settings

Assessment tasks

- Using digital learning tools
- History of technologies
- Current Issues in TBL

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues
- develop skills of working online with others on a group task
- develop skills in using effective strategies to present your ideas to others online

Assessment task

- Online Discussion contribution

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- apply theory and practice to solve problems related to a variety of educational settings
- develop skills in using effective strategies to present your ideas to others online

Assessment task

- Online Discussion contribution

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues
- present a critical analysis of the views of others about how technologies have impacted the learning context
- develop skills of working online with others on a group task
- develop skills in using effective strategies to present your ideas to others online
- develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

Assessment tasks

- Online Discussion contribution
- Current Issues in TBL

Changes from Previous Offering

This unit has been reworked to include current reports about technology use in learning contexts and to address the issues occurring in learning contexts, early childhood, K-12 schools, higher education and training contexts.

Changes since First Published

Date	Description
21/07/2014	the has been changed to that in outcome 3